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ABSTRACT

This competency-based preservice home economics teacher education module on characteristics of economically depressed area families is the first in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) family and individual patterns (with lessons on family background, attitudes and patterns toward the education system, and family structure and role differentiations) and (2) factors influencing EDA families (with lessons on physical environment and psychological effects, and the verbal environment). Each unit includes an objective and overview. Lessons contain narrative summaries, suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ECONOMICALLY DEPRESSED AREAS STRAND:

HUMAN DEVELOPMENT

MODULE III-E-1 CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS FAMILIES

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

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Sacramento

CE 019 962

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), Caliofornia State University, Fresno
Sharman Smith (1), Humboldt State University
Ruby Trow (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State University, Fresno

Foods and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Kissick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Qylling (1), San Jose State University
Nina Henry (3), California State University, Northridge

Human Development

John Boogaert (8), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Movey (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale
Sarah Burrough
Leslie Labhard
Karen Sue Moerman
Mildred Roskie
Cheryl Stillman
Ellen Stookey

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway
Janice L. DeBenedetti
Martha C. Eichorn Martin
Theodora Faiola
Mildred Huber
Pat C. Kamm
I. Marjorie Remy
Dale Rossi
Dorothy W. Stone
Lucille Valinoti
Maurine Vander Griend

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CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREA FAMILIES

Module Objective

The MATCHE student will be able to describe in general terms the characteristics of individuals and families from economically depressed areas and will be able to analyze the various factors which influence the family.

Module Overview

Characterizing the EDA family is as difficult as trying to characterize the "average American family." One finds individual differences and characteristics among various economically depressed areas as well as among the families and individuals who reside in those areas. Thus any statements made in this module should be taken in the broadest sense. It is impossible to make any one statement which will be true in all situations. Only through direct contact with persons living in economically depressed areas will the MATCHE student realize how extremely varied and individual family life styles are. For this reason, the student should depend heavily on the activities in each lesson to develop the sensitivities, attitudes, and understandings, the most important outcomes of this module. This is not as easy as it sounds. Establishing honest contact with persons who seem similar in experience and background is difficult enough. The task of initiating honest interaction with persons who do not seem familiar is, however, essential to good teaching methods and effectiveness if we are to serve the economically depressed areas with the quality education which is expected.

There is, however, one characteristic which, it is fairly safe to say, is common among families living in economically depressed areas: they live on extremely low incomes. In many cases, other resources are also scarce; this will vary greatly, depending upon where the economically depressed area is located. For example, a plot of ground may be an important resource for growing food for the rural EDA family, while such a resource is unlikely for the inner city EDA resident. On the other hand, the inner city EDA resident may have a nearby busline as a transportation resource, while the rural EDA family may be somewhat more isolated. The MATCHE student will need to become keenly aware of the resources available in various economically depressed areas in order to accurately assess the relative levels of deprivation experienced by families in these areas. Many behavior patterns and attitudes which the MATCHE student will observe among families and individuals in various economically depressed areas may be symptomatic of the level of deprivation or frustation which is felt by the residents as a result of an extreme lack of resources.

Although the lack of money and other various resources may be said to be the only characteristics which is common to all EDA families, this alone is not enough to provide an understanding of the styles of poverty which have developed in this country. This module is designed to help you gain knowledge, sensitivity, and experience in this area and has been divided into two units:

Unit 1: Family and Individual Patterns

Unit 2: Factors Influencing EDA Families

Notice:

The material dealt with in this module must be learned if a teacher is to serve in an economically depressed area. Therefore, it is recommended that all students complete this module. The Module Pre/posttest which has been included is to be used as an evaluative activity to help the student see where he or she needs work. The test should be openly evaluated with the instructor and need be completed only at the beginning of the module if the instructor so wishes. The student should progress through all lessons within each unit and consult frequently with the instructor until it is felt that the student has mastered the module objective.

UNIT 1

FAMILY AND INDIVIDUAL PATTERNS

Objective

The MATCHE student will describe and analyze several (at least five) ways in which family patterns in economically depressed areas differ from family patterns in middle socioeconomic levels with respect to attitudes toward formal education, family life style, role differentiation, and the transfer of tradition from one generation to the next.

Overview

This unit will give you an opportunity to explore how EDA families differ from those of other socioeconimic groups. You will investigate and observe how different families are structured, their attitudes toward formal education, and their behavior patterns. Through such experiences, you will become aware of the problems which have imposed a cultural gap between socioeconimic groups and will, consequently, be better prepared to deal with these problems when you are faced with them while working with families from economically depressed areas.

Lesson 1: Family Background

The narrative summary in this lesson is meant only to give you a general direction for your work in this lesson. You should depend heavily on your activities and suggested resources.

Narrative Summary

Every individual, regardless of income, reacts to any given situation from within a context which is largely a product of past experiences and values which have often been transmitted through the family unit. In a discussion on behavioral patterns of economically depressed area families, the background of the family takes on an especially important role in understanding many of these patterns.

Families that move to the city from rural farms often find that they need new skills in order to gain employment. The problem of limited income which these families face is accentuated by anxiety related to their new surroundings and an ignorance or a suspicion of the social bureaucracies which may exist to help them. If the family are a member of en ethnic minority, discrimination on that basis alone may intensify their already intense feelings of alienation. Families that speak a language other than English often experience additional isolation from persons living in the same area.

These are only isolated situations. In working with economically depressed area families, one will no doubt find many other background factors which will assist in understanding why EDA residents make many decisions which may seem irrational to the uninformed or insensitive observer.

Suggested Activities

1. Write a brief paper explaining some cultural, emotional, or psychological reasons why many low-income families may want to live in what middle- and upper- income groups choose to call "ghettos" or "barrios."

2. Interview a counselor at a neighborhood elementary or junior high school in an EDA. Create a set of pertinent questions before going that will guide the experience. These questions should deal with neighborhood problems and how some of the residents have learned to either cope or solve the problems. How do the neighborhood schools respond to the needs of persons in the area?

3. Write case studies of three different EDA families which show the amount of moving around each family has done in the past ten years. What have been the most difficult adjustments each has had to make?

4. Visit the Employment Development Department and talk to an interviewer. Try to find out what percentage of persons are unemployed simply because they do not have the job skills needed in the area.

5. Call your local social welfare office and find out what percentage of families receiving AFDC are one parent families. What implications does this have for the head of the household for obtaining a job or job skill if needed?

Suggested Resources

Brown, Claude. Manchild in the Promised Land. New York: The American Library, 1965.

De Jesus, Carolina Maria. Child of the Dark. New York: E. P. Dutton and Company, 1962.

Irelan, Lola M. Low Income Life Styles. U.S., Department of Health, Education, and Welfare, Supt. of Documents, 1967.

Jeffers, Camille. Living Poor. Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

Thomas, Piri. Down These Mean Streets. New York: The New American Library, 1967.

U.S. The People Left Behind: A Report by the President's National Advisory Commission on Rural Poverty. 1967.

> There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Attitudes and Patterns Toward the Education System

The narrative summary in this lesson is meant only to give you a general direction for your work in this lesson. You should depend heavily upon your activities and suggested resources for the important learnings in this lesson.

Narrative Summary

Although the formal educational attainment of parents in economically depressed areas is usually not very extensive, many of these parents hope for much higher educational achievements by their children. However, often problems which exist between local schools and EDA families stand in the way.

The number one problem between the education agency and the family is usually a lack of communication, often perpetuated by both parties. The teachers and administrators of the school are usually from socio-economic backgrounds different from those of their EDA students and families, and so the teachers find it difficult to relate to the students. Parents of the EDA students, on the other hand, often feel inferior to teachers and administrators at the school and are, in many cases, reluctant to become actively involved in school activities or issues. This may be due to past unpleasant experiences with school systems or with previous contacts with a cold, insensitive school employee. Language barriers may also contribute greatly to this communication problem.

Many other individual situations may exist between EDA families and the schools which tend to cause apathy, if not hostility, toward the school. While many parents of EDA children may dream of goals for their children which are dependent upon strong academic achievements, most are likely to be pessimistic about the possibilities of their children to actually achieve those goals.

The attitudes which exist between the education institutions and the EDA families which they serve will be the important discoveries to make in the activities you undertake and in the suggested resources selected for reading.

Suggested Activities

1. Observe classroom sessions in an economically depressed area and also in an area with the majority of the students from middle or upper socioeconomic backgrounds. Interview the students. Do you notice any significant differences between the two groups of students? Do you have any suggestions for the improvement of effective teaching in the EDA?

2. Interview teachers in both of the settings mentioned above. Do teaching methods or attitudes toward students differ? Have any special methods or strategies been employed in the school in the EDA?

3. Watch Sesame Street on television. How has it been designed to appeal to children in economically depressed areas?

4. Attend a PTA meeting in an EDA. What are your reactions to parent involvement and participation?

5. Interview EDA parents as to their feelings about their children's educations. Is the school system doing a good job? What are their educational goals for their children?

6. Attend a school board meeting in an EDA.

7. Attend a teacher's meeting in an EDA.

8. Try to arrange to see one or all of the following movies:
   a. To Sir with Love
   b. Up the Down Staircase

Suggested Resources

California State Department of Education. Change Agent. (Bureau of Homemaking Education.) Sacramento, 1974.

Kozol, Jonathan. Death at an Early Age. Boston: Houghton Mifflin, 1967.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Family Structure and Role Differentiations

Due to the wide variations between family structures and role differentiations, the narrative summary is omitted in this lesson. You are expected to gain knowledge on this topic through completion of activities and use of suggested resources.

Suggested Activities

1. Do your laundry in various EDA for a few weeks. While you are there, strike up conversations with the area residents waiting for their clothes. Direct the conversation to the subject of family life and see what values you can detect. See if you notice any distinctive ethnic or cultural differences.

2. Create a sociogram that relates how typical EDA families interact within the family. Consult with a Home Liaison Worker at an EDA area school.

3. Read several current research studies on family structure in various cultural and socioeconomic groups. Write a well documented paper in which you discuss differences as well as similarities in family structure among the various groups.

4. Survey an EDA neighborhood to find out which family members are responsible for various functions within the family unit. What does the respondent in each case see as the overall function of the family?

Suggested Resources

Herzog, Elizabeth. About the Poor: Some Facts and Some Fictions. U.S., Department of Health, Education, and Welfare Social and Rehabilitation Service, Children's Bureau, 1967.

Leinwand, Gerald. Poverty and the Poor. New York: Washington Square Press, Inc., 1966.

Roach, Jack L., and Janet K. Roach, eds. Poverty. Middlesex, England: Penguin Books, 1972.

Valentine, Charles A. Culture and Poverty. Chicago: The University of Chicago Press, 1968.

There is no progress test. If you and your instructor feel you have adequately covered the material, you may proceed to Unit 2.

UNIT 2

FACTORS INFLUENCING EDA FAMILIES

Objective

Using media, the MATCHE student will give a fifteen minute presentation describing the cultural, economic, and environmental factors that influence the economically depressed area family.

Overview

In the last unit you learned about cultural patterns of behavior, family structure, and some of the economic factors which might account for life styles among EDA residents. In this unit you will explore environmental factors which influence life styles. As a result of this information you will have gained, you will be able to use this information in the classroom setting.

Lesson 1: Physical Environment and Psychological Effects

As in most of this module, you are dealing with highly attitudinal subjects. For this reason, rely primarily on your own experience from the activities for your development of attitudes.

Narrative Summary

Many characteristics of the physical environment in the EDA serve as constant reminders to the residents that they are at the bottom of the scale in a country where many, from their point of view, live in luxury. If a television set is present in the home, middle and upper America is brought to them daily. Standards which they cannot possibly meet are portrayed on nationwide television. For this reason, the teacher of consumer and homemaking classes in an EDA must take the point of view of the person living in that particular situation before ever opening a discussion on the subject of values, goals, wants, and needs. Things which the teacher might see as "extras" in the budget might be true needs to the EDA resident.

Substandard housing and overcrowing within the home may also affect the EDA resident's attitudes and feelings about the world around him and about himself specifically. Such deficiencies in basic survival needs may give the EDA resident little time or energy for thinking about anything which is not related to basic needs.

"Malnutrition" is a loaded word which cries for a clear definition. It is evident, however, that many forms of malnutrition are extant in EDAs because of a lack of funds, knowledge, tradition, habit, and many other factors. The effects of malnutrition are broad and pervasive and call for our sensitivity and attention.

These are the kinds of things you will need to take into consideration if you are to become a truly sensitive teacher of EDA students. Understanding the many environmental influences which shape the attitudes and feelings of the students is the key to being able to relate to the needs of the students. Since these situations are different in every EDA, it will be up to you to assess the environment in a specific EDA and to try to understand what it must be like emotionally, to live there.

Suggested Activities

1. Spend a day in an EDA. Note the condition of housing, streets, sidewalks, streetlights, stores, etc. Do you feel that this area is isolated from middle-income areas? Draw a rough map of the area showing its boundaries and differences within the specific EDA (indicate surrounding areas).

2. Attend a church service in an EDA. How does it differ from your own tradition? What does it say about values and needs? Make an appointment with the pastor and ask him what you should include in your presentation.

3. Plan your presentation using your map and the media you have chosen (i.e., slides, video tape, audio tape, printed pictures, transparencies, etc.).

4. Taking advantage of the visual nature of the media you will be working with, decide how you are going to present the attitudes and feelings you have learned about on video tape.

Suggested Resources

Donovan, John C. The Politics of Poverty. New York: The Western Publishing Company, Pegasus, 1967.

Ferman, Louis A.; Alan Haber; and Joyce L. Kornbluh. Poverty in America. Ann Arbor: The University of Michigan Press, 1968.

Harrington, Michael. The Other America. Baltimore: Penguin Books, 1962.

Jacobs, Paul, et al. Dialogue on Poverty. New York: Bobbs-Merrill, 1967.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: The Verbal Environment

The narrative summary will merely give you direction. You must depend heavily upon experiences drawn from the activities for gaining the understanding which is the goal of this lesson.

Narrative Summary

Language is important when you are working with persons in an EDA. In some cases, the language spoken in the EDA may be a foreign one; a way to communicate must be found. Also, when the language spoken is English, the language usage may be very different from that of the middle-class instructor. Everyday words may have different meanings because of the differences in background, and you will need to understand colloquial phrases and expressions.

A successful teacher uses words to communicate and relate to students, not simply to impress them or create the kind of distance which we often mistake for "respect." It is essential that choice of words does not become a barrier.

In this lesson you will work to understand and become sensitive to the ways in which words and phrases are used in the EDA.

Suggested Activities

1. Pick a "how to" subject and prepare a demonstration or presentation which will convey the message with a minimum of verbal assistance.

2. Watch popular television programs and analyze the vocabulary level used. What colloquial expressions are used? For what audiences are particular programs designed?

3. Visit three of the following places in an EDA and analyze the level and style of language used.

   a. clinic or hospital waiting room
   b. church
   c. school
   d. preschool
   e. laundromat

4. Read three magazines which are designed to appeal to different groups. How do they appeal to these groups through choice of words? Make a chart of at least ten words which appear to have different meanings (or have changed their meanings).

Suggested Resources

Brown, Claude. Manchild in the Promised Land. New York: The American Library, 1965.

Rainwater, Lee. Behind Ghetto Walls: Black Families in a Federal Slum. Chicago: Aldine Publishing, 1970.

Thomas, Piri. Down These Mean Streets. New York: The New American Library, 1967.

This has been a self study module. You have dealt with very personal feelings and attitudes, both of yourself and of the residents of economically depressed areas. The activities were meant to help you gain greater sensitivity as you explored some delicate issues. It would be presumptuous to assume that there is any one answer to the many problems you have explored, considering the wide variety of economically depressed areas and the vast differences among families and individuals residing in these areas.

Look over your pretest and indicate on a short paper how your attitudes have changed or expanded.

Evaluate your work on this short paper and the entire module with others working on this module and your instructor.

Suggested Resources

Brown, Claude. Manchild in the Promised Land. New York: The American Library, 1965.

California State Department of Education. Change Agent. Bureau of Homemaking Education. Sacramento, 1974.

De Jesus, Carolina Maria. Child of the Dark. New York: E. P. Dutton and Company, 1962.

Donovan, John C. The Politics of Poverty. New York: The Western Publishing Company, Pegasus, 1967.

Ferman, Louis A., Alan Haber, and Joyce L. Kornbluh. Poverty in America. Ann Arbor: The University of Michigan Press, 1968.

Harrington, Michael. The Other America. Baltimore: Penguin Books, 1962.

Herzog, Elizabeth. About the Poor: Some Facts and Some Fictions. U.S., Department of Health, Education, and Welfare Social and Rehabilitation Service, Children's Bureau, 1967.

Irelan, Lola M. Low Income Life Styles. U.S., Department of Health, Education, and Welfare, Supt. of Documents, 1967.

Jacobs, Paul, et al. Dialogue on Poverty. New York: Bobbs-Merrill, 1967.

Jeffers, Camille. Living Poor. Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

Kozel, Jonathan. Death at an Early Age. Boston: Houghton Mifflin, 1967.

Leinwand, Gerald. Poverty and the Poor. New York: Washington Square Press, 1966.

Rainwater, Lee. Behind Ghetto Walls: Black Families in a Federal Slum. Chicago: Aldine Publishing, 1970.

Roach, Jack L., and Janet K. Roach, eds. Poverty. Middlesex, England: Penguin Books, 1972.

Thomas, Piri. Down These Mean Streets. New York: The New American Library, 1967.

U.S. The People Left Behind: A Report by the President's National Advisory Commission on Rural Poverty. 1967.

Valentine, Charles A. Culture and Poverty. Chicago: The University of Chicago Press, 1968.

MODULE PRE/POSTTEST

Student_____

Characteristics of EDA Families

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Identify at least five ways in which living units from economically depressed areas differ from families of middle-class socioeconomic levels.

2. Imagine that you are a teacher of consumer and homemaking education in an economically depressed area. Discuss in a five page essay the cultural, economic, and environmental factors that you must have a knowledge of in order to communicate with your students. Imagine an economically depressed area about you have the most knowledge: rural, urban, or suburban.

Return this test to instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Characteristics of EDA Families

Instructor:	Do not reproduce this page in student's booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Answers should include the following:

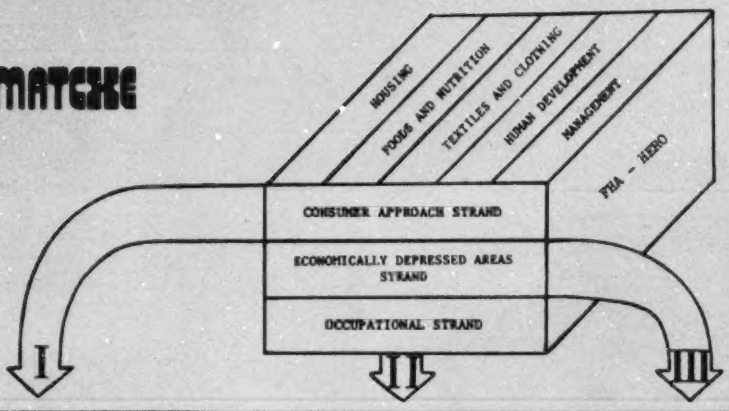
EDA Tendencies	Middle-Income Tendencies
a. income level low (effects)	middle income
b. high level dependencies on supportive agencies (food-economic-medical)	lower level of dependency on supportive agencies
c. higher frequency of malnutrition	better diet
d. higher dependency on high interest credit institutions	lower interest, credit more available--higher awareness of where to get credit at lower interest
e. lower awareness of critical consumer information	consumer information more available and styled for these persons
f. higher frequency of parent absenteeism (mother or father)	slightly more stable home environment
f. higher frequency of non-English speaking living units	almost universally speak some English
h. higher school absenteeism	improved school attendance
i. present-oriented	future-oriented
j. children, action-oriented	children, verbal-oriented

2. (Answers will vary according to particular situation chosen by student. Several items should, however, be covered.)

   a. high level of financial aid and aid to dependent children

   b. presence of malnutrition in one form or another

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele